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ABSTRACT

The purposes of this study were to examine the importance that elementary principals place upon the terminal value freedom in relation to the development of teachers, and to examine the consistency of elementary principals' decision making along a teacher-supportive to supervisor-supportive continuum. One hundred elementary principals in Ontario were investigated using the Rokeach Values Survey (rating the importance of ten terminal values and four instrumental values), the Rotter Locus of Control Survey, and the Instructional Decisions Survey, the latter consisting of four instrumental value scores: trust, loyalty, self-reliance, and self-direction. Following administration of the instruments, all the principals were interviewed regarding their attitude toward the influence of the administrative structure and of teacher characteristics on principals' decision making. Results indicated that the terminal value freedom was rated higher than the nine other values combined, that trust was considered the most important instrumental value, and that teacher-supportive elementary principals tend to be the most collaborative, loyal to teachers' beliefs, and supportive of teachers' self-reliance and self-direction. Twenty-one tables, three sample scenarios, and a scoring key for the Instructional Decisions Survey are appended. (TE)

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The Importance of Principals' Values and their Relationship to the Promotion of Teachers' Professional Growth

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EA 018 062

Paper presented at the annual meeting of A.E.R.A., Chicago, Ill.

April, 1985

ABSTRACT

The purposes of this study were: (1) to examine the importance that elementary principals place upon the terminal value freedom, in relation to the growth and development of teachers; (2) to examine the consistency of elementary principals' decision making along a teacher-supportive to supervisor-supportive continuum. The investigation of the direction in which principals focused their decision making was measured using the Instructional Decisions Survey consisting of four instrumental value scores: trust, loyalty, self-reliance and self-direction, and total score for direction of decision making.

The population comprised 100 elementary principals from the province of Ontario, Canada. Six categorical variables described the population: gender, age, years of experience as a principal, educational qualifications, size of school and type of school (urban, suburban, rural).

Three instruments were administered on an individual basis to each of the 100 principals: the Rokeach Values Survey, on which principals were asked to rate the importance of each of ten terminal values and four instrumental values; the Rotter Locus of Control Survey to determine the principals' sense of control over events in their lives, and the Instructional Decisions Survey to determine the direction of decision making the principals chose on a continuum from teacher supportive to supervisor supportive. This survey also provided a measure of consistency of action of elementary principals when making decisions within the context of the four instrumental values.

Following administration of the instruments, the researcher interviewed all the principals regarding their attitude toward the influence of the administrative structure, and teacher characteristics upon the principals' decision making.

The data analyses programs were: one- and two-way analyses of variance with Tukey WSD follow-up where appropriate, Pearson Product Moment correlation and chi square.

The significant differences indicated were: (1) the terminal value freedom was rated higher than the nine other values combined; (2) women tended to rate the importance of freedom higher than males; (3) principals with 10 to 15 years of experience as a principal rated the importance of freedom higher than those with more experience; (4) trust was considered the most important instrumental value; (5) internal principals age 41 to 45 chose most collaborative responses; (6) internal females tended to support teacher self-reliance more than external females; (7) internals in urban schools tended to support teacher self-direction more than externals in rural schools; (9) teacher-supportive elementary principals tended to be the most collaborative, loyal to teachers' beliefs, and supportive of teacher self-reliance and self-direction.

THE IMPORTANCE OF PRINCIPALS' VALUES AND THEIR RELATIONSHIP TO THE PROMOTION OF TEACHERS' PROFESSIONAL GROWTH . . . . .

INTRODUCTION:

> "Successful schools seem to have strong and functional cultures aligned with a vision of excellence in schooling. This culture serves as a compass setting to steer people in a common direction and provides a set of norms that defines what people should accomplish and how...." (Sergiovanni, 1984, p. 10).

This paper examines the values intrinsic to the decision making of elementary principals as instructional leaders. The study which is the basis for this paper developed a method for exploring the consistency and the direction of decision making of elementary principals across instructional situations.

The principals' direction of decision making is a continuum ranging from least teacher-supportive to most teacher-supportive. The instructional decisions survey (IDS) was developed and administered to determine what position on the continuum elementary principals occupied when the values trust, loyalty, self-reliance and self-direction were at issue.

The reasons for the development of the aforementioned instrument and the consequent study evolved from the theme expressed in the introductory quotation, i.e., this study specifically explored the values implicit in the decision making of the principal as an instructional leader, using the premise that decision making of principals is a process screen which would reveal their values and beliefs relative to specific instructional situations. Rokeach (1973) believes that the educational community is populated by people who think, behave and interact on the basis of their beliefs and values and the values intrinsic to the situation. However, values and beliefs are modes of being, not merely theoretical constructs (Neil, 1983). The teacher who works within a school culture which pursues the value of the individual's freedom to grow, will experience the push of challenge and the excitement of realized capabilities. Personal values (such as believing in the freedom to become the best one can) are reflected in the decisions of the leaders in the school and can become an ethos which permeates the building.

In a comprehensive review of the literature on the role of the principal, Greenfield (1982) states that more is known about what principals do than why they behave as they do

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within the context of their leadership role. Indeed, few studies have addressed the issue of the terminal and instrumental values and beliefs that support elementary principals' instructional decisions. Greenfield states that research aimed at identifying the operational beliefs and values underlying job-related problems (i.e., instructional decisions) offers a useful but virtually untapped strategy for describing and understanding the work of school principals.

Instructional decisions are inextricably entangled in webs of personal and societal values; however, organizational expectations of principals, selection procedures for principals and, most noticeably, preparation programs for principals, lack emphasis on helping them clarify their terminal and instrumental values and subsequent beliefs and attitudes which underlie their actions.

Principals would benefit from reflection upon and examination of values communicated by their decisions. One has difficulty in leading, supporting or encouraging institutional change and individual growth if one is perceived as being inconsistent and unclear about one's values and beliefs. Many principals strive for goals and changes which they believe are acceptable within the superstructure of the educational hierarchy. These same principals become confused and disgruntled because they do not understand the lack of teacher support when they make decisions which are perceived as inconsistent or possibly contradictory.

If terminal and instrumental values and beliefs are the driving forces for the elementary principals' actions, and if these actions reflect what is instructionally important to them, then it stands to reason they need to be aware of what values influence their decisions. If the values which underlie their beliefs about the potential and worth of the individuals are inconsistent with their daily actions as leaders in schools, then self-contradiction and inconsistencies will have a negative effect on the climate of trust, and on the kind of freedom teachers need in order to grow toward their potential.

No studies have provided ways to identify the terminal and related instrumental values of principals as decision makers, particularly in the context of their perceptions

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of how they view the terminal value of the individual's freedom to grow, a concept intrinsic to educational change and related instructional leadership behaviour. This study tests a research procedure and an instrument that could help fulfill this need.

THEORETICAL FRAMEWORK AND RATIONALE:

Theory Z (Ouchi, 1981) asserts that one of the most important organizational characteristics is the culture and associated value structure established therein. Leaders within the organization tend to develop a value structure which influences the fundamental way-of-being of all involved. According to Ouchi, this means that the members of the organization are attached and connected to the organization through the philosophy espoused, the milieu established and the value constructs which are implicit in the leaders' actions.

Ouchi believes that people perceive they are being supervised effectively when there is an atmosphere of trust and intimacy. By trust he means that individuals feel confident that in the long run, commitment and effort will provide due rewards. These rewards may be extrinsic recognition, or ideally, intrinsic satisfaction and individual growth (Herzberg, 1976). By intimacy he means the "Caring, support and the disciplined unselfishness which makes life possible through close social relations" (Ouchi, 1981, p. 8).

Each of the aforementioned characteristics is related to the concept of valuing the worth and the freedom of the individual and to providing a supportive atmosphere for individual change (Fullan, 1982). Trust, openness and respect for others have been found to be instrumental values and qualities present in schools where teachers are growing and learning, and where there is evidence of satisfaction with supervision (Knoop, 1981). Participation in decision making has been identified as significantly and positively related to teacher job satisfaction and satisfaction with supervision (Knoop, 1981; Trueblood, Trueblood & Flanagan, 1983).

Valuing the individual's freedom to grow is implicit in trusting and respecting others, and in truly developing an environment which encourages participation and the risk-taking involved in

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being self-reliant and self-directive. Personal values are accepted as a major influence on human behaviour (Kluckhorn, 1951; Kilman, 1981; Rokeach, 1973), and the values a principal has, associated with teachers as learners and their desire to grow are crucial variables as they relate to the effectiveness of his or her decision making.

Linking of the values construct to instructional decision making suggests that the behaviours which principals exhibit within instructional leadership situations reveal their respective basic beliefs about the freedom of individuals to grow and their desire to do so. Such values are vital to effective supervision and instructional leadership (Knoop, 1981; Sergiovanni & Starratt, 1983).

The conceptual framework of this study is based on the theory that principals' terminal and instrumental values are a driving force that fuels their behaviour and furthermore that individuals within the school organization are more effective as a working unit when the principals' terminal and instrumental values are made explicit and are consistently reflected by their decision-making actions. The principal who demonstrates consistency and congruency through awareness of values and related actions will be one who develops a sense of integrity throughout the school.

What the leader believes about learning, the place of education in society and what motivates people, can be the guiding principles that create the difference between a maintainer and a developer (Leithwood & Montgomery, 1982). Bennis (1983) noted in his study of highly successful chief executive officers that they all seemed to possess the ability to communicate a vision and to obtain support for it.

The ability to support and encourage the group's direction even when the going gets rough is an attribute that reveals a level of consistency that evolves from the ability to communicate a value system which provides inner strength and a context for action.

Getzels, Lipham & Campbell (1968) stated that:

"If we are to comprehend the flesh and fibre, the muscle and movement of leadership, rather than describe its form and shadow in the tired conventional categories and abstractions we

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> have been applying, we must include as issues in our theorizing and research the prevailing values in which the leadership behaviour we are studying is embedded". (p. 21).

Having guiding principles which are apparent to teachers, students, parents and senior administration, creates an environment of authenticity. In a study by Hoy and Henderson (1983), three aspects of leader authenticity were revealed: acceptance of responsibility, non-manipulative behaviour, and the honoring of self over role. The results of Henderson and Hoy's study support the belief that self-discipline, cooperation and democratic relations are fostered by the authenticity of the principals' behaviour. The evidence suggests that the principal who is perceived as being authentic, is seen as consistently accountable. This consistency plays an important role in the development of healthy dynamics among teachers, teachers and students, and principal and teachers.

OBJECTIVES:

The objectives of this paper relate directly to the Instructional Decisions Survey (Armstrong, 1984). The aforementioned instrument and the scoring procedure were designed to indicate the principal's orientation as a decision maker along a continuum from least teacher-supportive to most teacher-supportive. The supervisory situations described in each scenario were based upon four instrumental values identified by Rokeach, (1968), trust, loyalty, self-direction and self-reliance.

This paper examines data related to the following questions:

1) When categorized by direction of decision making, e.g., most teacher orientation, moderate teacher orientation, least teacher orientation, how do principals in these categories differ with regard to their trust, self-reliance, loyalty and self-direction scores?

2) What was the overall consistency of principals' decision-making responses?

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The preceding questions provide a way of examining antecedents and context of the decision making of the elementary principal as an instructional leader. The results of the exploration of the question also helps to place some meaning and therefore purpose upon the instructional decision making of elementary principals. Persons involved with the facilitation of teacher growth and change would benefit from reflection upon and examination of the values communicated by their decisions. One's personal reality is manifested in words and actions; one has difficulty in leading, supporting or encouraging individual or institutional change if one is perceived as being dishonest, as demonstrated by incongruencies between one's words and actions.

THE STUDY

The population for this study comprised elementary principals (N=100) across two regions in the Province of Ontario, Canada. Included in the study were sixty-seven (67) elementary principals from region A and 33 elementary principals from region B. The population ranging in age from 33 to 60 years, included 87 male principals and 13 female principals. Their years of experience ranged from less than one to 33 years as a principal.

In order to facilitate the description of this study, it is necessary to define certain terms within the context of the investigation. The following terms are relevant to ideas offered by the researcher:

CONSISTENCY: A personality construct which refers to the degree to which individuals' actions consistently reflect a set of values. The observable characteristic of consistency carries with it the psychological construct of congruency, which is a consistent demonstration of one's values in action. For this study an operational definition of consistency was computed by determining the number of choices a principal made related to the direction of decision-making continua on the Instructional Decisions Survey, i.e., how many times a principal made teacher-supportive or moderately teacher-supportive or supervisor-supportive choices when responding to the situations in the survey.

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DIRECTION OF DECISION MAKING: A continuum which reflects the decision-making orientations of elementary principals when working with teachers in instructional decision-making situations. The three positions used in this study to describe the orientations of principals were: teacher-supportive, moderately teacher-supportive and supervisor-supportive. Principals received scores for each of the positions on the continuum across all twelve situations. A principal choosing to be teacher supportive in all 12 situations could acquire a possible score of 48 whereas a principal making supervisor-oriented choices would receive a score of 12 across the 12 situations.

VALUES: Instrumental values are defined by Rokeach (1968) refer to those values which are means to achieving preferred end-states, e.g., a preferred end-state may be freedom to grow and learn, providing an atmosphere which promoted collaboration (trust), self-direction and self-reliance, facilitates individuals growth and learning.

INSTRUMENTATION AND DESIGN OF THE STUDY:

This field study was designed to survey and describe the influence that elementary principals' values related to trust (collaboration), loyalty (to school policy or teacher beliefs), teacher self-reliance and self-direction may have upon their direction of decision making and the consistency of that direction. Hence an Instructional Decisions Survey (IDS) instrument and a scoring procedure were designed to determine the direction of the principals' decision making. The scoring procedure was designed to reveal the principals' level of consistency of decision making across twelve instructional scenarios which reveal the principals' supervisory orientation on a continuum ranging from teacher-supportive to supervisor-supportive orientations. Three scenarios were written for each of the four instrumental values, trust, loyalty, self-reliance and self-direction.

The validity of the continua and related scenarios was established using standard logical and content validity procedures. Expert judgement was used to confirm that the instrumental values were in fact embedded in the scenarios. The criteria set to determine the appropriate level of judge agreement was 5/6 or .83.

The same judges were asked to identify whether or not the points on the decision-making continua reflected the degrees

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of self-direction, self-reliance, trust or loyalty that principals would be willing to promote ranging from teacher-supportive to supervisor-supportive orientations.

One hundred elementary principals completed the survey, working on a one-to-one basis with the investigator. The sessions with each principal averaged an hour in length. Following the explanation and administration of the IDS the researcher asked each principal two questions regarding his or her perceptions of the influence of the organizational system upon his or her enactment of the four instrumental values and the influences of teacher characteristics. The answers to these questions were used to substantiate and support the data collected and to add another dimension to the implications of the study.

RESULTS AND CONCLUSIONS

DIRECTION OF DECISION MAKING:

Using the Instructional Decision Survey scores the investigator created three categories of decision making. Each principal was assigned to one of three categories based upon their IDS scores. Those with scores from 27-33 were judged to be supervisor-oriented (so), those scoring 34-35 were moderately teacher-oriented (MTO) and those scoring 36-41 were teacher-oriented (TO). Table 1 presents the means and variances for each of these categories. The F ratio presented in Table 2 shows there was a statistically significant decision-making category main effect and Table 3 demonstrates that each of the category means were significantly different from one another.

Insert Tables 1, 2 and 3 here

It was possible to categorize the elementary principals according to three different decision-making orientations, therefore it was possible to ask whether or not there might be significant differences among principals within the aforementioned categories with regard to their trust,

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loyalty, self-reliance and self-direction scores. Tables 4 to 7 present the mean scores and variances of trust, loyalty, self-direction and self-reliance for the three decision-making categories.

Insert Tables 4 to 7 here

Tables 8 to 11 present a summary of the analysis of variance (ANOVA) performed on trust, loyalty, self-reliance and self-direction scores for the direction of decision-making categories. The F ratios in these tables indicate statistically significant differences in all four cases.

Insert Tables 8 to 11 here

However, as shown by the Tukey t-test results presented in Tables 12 to 15 not all of the mean differences were significant.

Insert Tables 12 to 15 here

Based upon the range of the trust score means (9.1 - 9.9 on a 3 - 12 point scale) and the small but significant difference shown in Tables 8 and 12, it was concluded that the elementary principals in this study tended to be collaborative in their approach to decision making. This finding supports the general view in the field about the nature of elementary principals' decision-making styles. The significant mean score differences suggest that teacher-oriented principals were more supportive of the collaborative approach than were the moderately teacher-oriented principals and the supervisor-oriented principals.

The data in Figure 1 indicate that the principals in the three decision-making categories were quite different with regard to their loyalty scores. The range of the loyalty score

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means (6.5 - 9.6 on a 3 - 12 point scale) and the moderate and significant differences shown in Table 13 show that teacher-oriented principals were more supportive of teachers being loyal to their own beliefs than were supervisor-oriented principals. Based upon these data supervisor-oriented principals were more supportive of loyalty of school policy.

The self-reliance scores emerged within the moderate to teacher-oriented range, however, supervisor-oriented principals were the least teacher-oriented with regard to valuing teacher self-reliance and teacher-oriented principals were significantly more supportive of teacher self-reliance than were supervisor-oriented principals.

Teacher self-direction fell within the moderate range of teacher-orientation, however, teacher-oriented principals were significantly more supportive of teacher self-direction than were moderately teacher-oriented or supervisor-oriented principals, (7.0 - 7.3 on a 3 - 12 point scale).

Insert Figure 1 here

OVERALL CONSISTENCY OF PRINCIPALS' DIRECTION OF DECISION MAKING:

In order to further explore and understand the level of principals' consistency of direction of decision making, profiles were constructed for each principal, using the number of responses across the continuum of most teacher-oriented decisions to least teacher-oriented decisions (supervisor-supportive decisions). The consistency categories which evolved from the investigation provided further information related to one of the purposes of the study, namely: to examine the consistency that exists among principals' related instrumental values and selected instructional decisions.

Consistency scores were computed by determining the number of choices an individual made related to the positions on the direction of decision-making continuum, i.e., least teacher-oriented to most teacher-oriented. The frequency of particular direction of decision-making choices was determined across each of the sub-scale values trust, loyalty, self-reliance and self-direction.

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Criteria were established for high consistency (8 choices or more from one section of the continuum defined high consistency; 6 - 7 choices within one section defined moderate consistency, and 5 or fewer choices within one section with other responses spread across the continuum defined low consistency). The overall consistency of principals' decision-making responses is presented in Table 16.

Insert Table 16 here

The principals, as a group, tended to be moderately to highly consistent. However, in general, 40% of the principals demonstrated low consistency when the total number of decision-making responses were considered.

POST HOC ANALYSIS:

In order to further investigate the consistency profiles of the elementary principals within the subsets of direction of decision-making categories trust, loyalty, self-direction and self-reliance, the investigator decided to run a further analysis. Tables 17, 18, 19, 20 and 21 present the results of an analysis of variance performed on the direction of decision-making trust, loyalty, self-direction and self-reliance scores with regard to the three categories of consistency.

Table 17 presents the mean trust, loyalty, self-direction and self-reliance scores and variance for each of the three categories of consistency. These data indicate that principals who had the lowest consistency profiles also had the highest variance within each of the four subsets except self-reliance. Those principals who had the highest consistency profiles also maintained the highest scores and presented themselves as being consistently teacher supportive across all four of the subsets.

Insert Table 17 here

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Tables 18, 19, 20 and 21 present the results of the analyses of variance performed on direction of decision-making trust, loyalty, self-reliance and self-direction scores with regard to the three consistency categories. The F ratios (trust: 1.394; self-reliance: 1.547) indicated no statistically significant differences among the three categories of consistency with regard to direction of decision-making trust and self-reliance scores. However, the F ratios (loyalty: 5.899; self-direction: 8.780) indicated there were statistically significant differences among the three categories of consistency with regard to loyalty and self-direction scores. When dealing with situations where loyalty was at issue the principals within the low consistency category tended to choose responses within the range of moderately loyal to teacher beliefs and loyal to school policy. However, when self-direction was at issue the highly consistent principals tended to choose responses supporting teacher self-direction while those principals within the low consistency category tended to choose responses favouring more directive approaches.

Insert Tables 18, 19, 20 and 21 here

IMPORTANCE

THE DEVELOPMENT AND LEARNING OF THE PRINCIPAL:

The literature on the role of the principal and leadership suggests that what the principal believes about learning and the guiding principles he or she holds can constitute the difference between a maintainer-principal and a developer-principal who holds a vision (Leithwood & Montgomery, 1982). This suggests that educational programs for principals should include opportunity for them to articulate their beliefs about their own learning and growth, and that of the teachers with whom they work. Confrontation with one's belief about the value of freedom to journey toward a potential is an awareness level that is necessary for promoting change in one's own behaviour and for recognizing and facilitating the growing sophistication and professionalism of teachers. It might also be at this level of awareness and in the company of peers that principals could practice the kind of self-confrontation that is described

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by Rokeach and Cochrane (1972). This is a method of learning about the inconsistencies which exist within one's own belief-behaviour system. Principals' short courses and inservice programs tend to focus only upon information and knowledge rather than providing opportunities for the learners to explore why they behave as they do in certain situations, and what values underlie their choices of action. The literature on the principalship emphasizes the need for educational programs for principals which focus upon their conceptual functioning both from the cognitive and the affective point of view. Such programs which heighten awareness of personal value systems would provide opportunity for linking personal practical knowledge of where the principal is developmentally, where he or she wants to be as an instructional leader and personal ways to match beliefs with action (Fullan, 1982; Leithwood & Montgomery, 1982; Sergiovanni, 1982).

The instrumentation (IDS) used in this study to investigate the principals' direction of decision making and consistency of action was seen by the participating principals as a tool for learning about themselves as decision makers. The instructional decisions survey might be one which could be used to help principals recognize and confront the values which provide the context of their decisions, when working with teachers.

The instrument could also be used by principals and teachers for perception testing of others. Teachers could predict the responses that they feel the principal might choose in the context of each scenario. Such a procedure could be a method for principals to receive feedback from teachers, and to provide a platform for teachers and principals to discuss the value structures surrounding the "way things are" within the school.

THE HIRING OF PRINCIPALS:

When a district is selecting principal-appointees, criteria is established based upon the quality of person being sought. This study indicates that it may be possible to explore and identify the value orientation of the candidate within the context of the characteristics of instructional leadership. Instructional decision-making situations could be established to provide information for the interviewers about the degree of teacher-orientation the candidate believes he or she carries

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and the consistency of his or her beliefs across various situations. If districts have established criteria for effective schools based upon a vision of excellence, it is important that they have ways of determining the value systems of those people who are being selected to guide and facilitate the learning and growth of teachers and students.

THE ROLE OF PRINCIPAL AS FACILITATOR OF TEACHER GROWTH:

Fullan (1982), in his work on educational change, differentiates between the facilitative and the directive leader. His findings evolve from direct examinations of the principal by Leithwood, Ross, Montgomery and Maynes (1978). The distinction between facilitative and directive principals lies in their approach to teachers and the direction of their support. Facilitative leaders are involved in the curriculum decisions of the teachers and establish an atmosphere of co-operation, trust and networking within a school. Based upon the results from the IDS survey it would appear that facilitative or teacher-oriented principals also promote the self-reliance and self-direction of teachers. Directive leaders decide on the nature of the change and attempt to get teachers to follow their decisions. Blumberg and Greenfield (1980) were able to describe eight effective principals by identifying reputational criteria and by indicating their individual commitment to the realization of a particular educational or organizational vision. The results of such investigations have indicated that directive instructional leaders and facilitative instructional leaders do become involved in change; however, the facilitative leader seems to have more effective and long-term results. The identification of differences among principals within this study indicated that the facilitative principal may have different value orientations from those of the directive principal. Fullan (1982) states that the directive leader can be effective only "if he or she is clear about the purpose of change and has (or can select) teachers who agree with the direction of change" (p. 138). The educational change literature and the literature on the role of the principal as an instructional leader emphasizes the facilitative principal role as one which fosters the authenticity of the principal (Fullan, 1982; Leithwood & Montgomery, 1982). Consistency of action of principals in this study seemed to be demonstrated by those who tended to choose teacher-orientation responses within each of the value situations.

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The implementations of the results of this study indicate that it is necessary for superintendents to discuss value issues with principals to provide them with ways of viewing personal credibility and effectiveness within the school. Educators at all levels need to recognize their inconsistencies and understand the positive results of consistent actions, Particularly those which facilitate and nurture growth in themselves and others. Maintaining credibility and being effective are ongoing processes which require attention to personal values and consequent growth and change. Knowledge of the kinds of values that facilitate such processes could provide critical information to those responsible for furthering school effectiveness and identifying the necessary leadership.

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TABLE 1

Comparison of Direction of Decision Making Scores Differentiating Teacher-Oriented, Moderately Teacher-Oriented and Supervisor-Oriented Categories

Category	n	Range	Mean	Variance
Teacher-oriented	34	36-41	37.09	1.658
Moderately teacher-oriented	38	34-35	34.42	0.250
Supervisor-oriented	28	27-33	31.39	2.988

TABLE 2

Summary of Analysis of Variance Results for Direction of Decision Making Categories

Source	df	SS	MS	F Ratio	Probability
Direction of decision making	2	498.3	249.141	167.039*	0.000
Error	97	144.7	1.492		

*Significant at .05 level ($p < .05$)

TABLE 3

Summary of Tukey t-test Results for
Direction of Decision Making Categories

T-T	Direction of Decision Making Differences	Obtained T-Score	Critical Value of T	df
Teacher-oriented / supervisor-oriented	5.70	18.286*	2.38	97
Teacher-oriented / moderately teacher-oriented	2.67	9.260*	2.38	97
Moderately teacher-oriented / supervisor-oriented	3.03	9.960*	2.38	97

*Significant value of t at .05 level

TABLE 4

Mean Direction of Decision Making Trust Scores for Direction of Decision Making Categories

Direction of Decision making Categories	N	Mean	Variance
Teacher-oriented	34	9.882	0.592
Moderately teacher-oriented	38	9.737	0.631
Supervisor-oriented	28	9.141	1.460

TABLE 5

Mean Direction of Decision Making Loyalty Scores for Direction of Decision Making Categories

Direction of Decision making Categories	N	Mean	Variance
Teacher-oriented	34	9.559	27.890
Moderately teacher-oriented	38	7.737	2.037
Supervisor-oriented	28	6.500	3.148

TABLE 6

Mean Direction of Decision Making Self-Reliance Scores for Direction of Decision Making Categories

Direction of Decision Making Categories	N	Mean	Variance
Teacher-oriented	34	10.559	0.860
Moderately teacher-oriented	38	9.579	1.223
Supervisor-oriented	28	8.464	2.036

TABLE 7

Mean Direction of Decision Making Self-Direction Scores for Direction of Decision Making Categories

Direction of Decision Making Categories	N	Mean	Variance
Teacher-oriented	34	7.970	0.454
Moderately teacher-oriented	38	7.368	1.050
Supervisor-oriented	28	7.286	1.026

TABLE 8

Summary of Analysis of Variance Results for Direction of Decision Making Categories: Trust Means

Source	df	SS	MS	F Ratio	Probability
Direction of decision making	2	9.234	4.6168	5.440	0.006*
Error	97	82.326	0.8487		

*Significant at the .05 level ($p < .05$)

TABLE 9

Summary of Analysis of Variance Results for Direction of Decision Making Categories: Loyalty Means

Source	df	SS	MS	F Ratio	Probability
Direction of decision making	2	148.2	74.12	6.652	0.002*
Error	97	1080.8	11.14		

*Significant at the .05 level ($p < .05$)

TABLE 10

Summary of Analysis of Variance Results for Direction of Decision Making Categories: Self-Reliance Means

Source	df	SS	MS	F Ratio	Probability
Direction of decision making	2	67.39	33.695	25.413	0.000*
Error	97	128.61	1.326		

*Significant at the .05 level ($p < .05$)

TABLE 11

Summary of Analysis of Variance Results for Direction of Decision Making Categories: Self-Direction Means

Source	df	SS	MS	F Ratio	Probability
Direction of decision making	2	9.223	4.6115	5.487	0.006*
Error	97	81.527	0.8405		

*Significant at the .05 level ($p < .05$)

TABLE 12

Summary of Tukey t-test Results for Direction of Decision Making Categories: Trust Means

Direction of Decision Making Categories	T-T	Mean Difference	Observed T-Score	Critical Value of T	df
Teacher-oriented / Supervisor-oriented	9.882-9.142	0.740	3.147*	2.38	97
Teacher-oriented / Moderately teacher-oriented	9.882-9.737	0.140	0.644	2.38	97
Moderately teacher-oriented / Supervisor-oriented	9.737-9.142	0.600	2.615*	2.38	97

*Significant at the .05 level ($p < .05$)

TABLE 13

Summary of Tukey t-test Results for Direction of Decision Making Categories: Loyalty Means

Direction of Decision Making Categories	T-T	Mean Difference	Observed T-Score	Critical Value of T	df
Teacher-oriented / Supervisor-oriented	9.56-6.5	3.060	3.593*	2.38	97
Teacher-oriented / Moderately teacher-oriented	9.56-7.74	1.820	2.310	2.38	97
Moderately teacher-oriented / Supervisor-oriented	7.74-6.5	1.240	1.492	2.38	97

*Significant at the .05 level ($p < .05$)

TABLE 14

Summary of Tukey t-test Results for Direction of Decision Making Categories: Self-Reliance Means

Direction of Decision Making Categories	T-T	Mean Difference	Observed T-Score	Critical Value of T	df
Teacher-oriented / Supervisor-oriented	10.56-8.46	2.100	7.146*	2.38	97
Teacher-oriented / Moderately teacher-oriented	10.56-9.58	0.980	3.605*	2.38	97
Moderately teacher-oriented / Supervisor-oriented	9.58-8.46	1.120	3.905*	2.38	97

*Significant at the .05 level ($p < .05$)

TABLE 15

Summary of Tukey t-test Results for Direction of Decision Making Categories: Self-Direction Means

Direction of Decision Making Categories	T-T	Mean Difference	Observed T-Score	Critical Value of T	df
Teacher-oriented / Supervisor-oriented	7.97-7.29	0.680	2.906*	2.38	97
Teacher-oriented / Moderately teacher-oriented	7.97-7.37	0.600	2.772*	2.38	97
Moderately teacher-oriented / Supervisor-oriented	7.37-7.29	0.080	0.350	2.38	97

*Significant at the .05 level ($p \leq .05$)

TABLE 16

Overall Consistency of Principals'

CONSISTENCY CATEGORIES							
LOW		MODERATE		HIGH		TOTAL	
n	%	n	%	n	%	n	%
TOTAL:							
40	(40%)	46	(46%)	14	(14%)	100	(100%)

TABLE 17

Mean Trust, Loyalty, Self-Direction and Self-Reliance Decision-Making Subscores for Consistency Categories

Consistency Categories		Direction of Decision-Making Subscores			
		Trust	Loyalty	Self-Direction	Self-Reliance
High					
	X:	9.714	9.000	8.000	9.857
	n:	(14)	(14)	(14)	(14)
	S^2:	0.220	0.154	0.769	2.439
Medium					
	X:	9.761	7.600	7.804	9.783
	n:	(46)	(46)	(46)	(46)
	S^2:	0.719	2.022	0.694	1.507
Low					
	X:	9.425	7.375	7.100	9.300
	n:	(40)	(40)	(40)	(40)
	S^2:	1.389	3.574	0.913	2.318

TABLE 18

Summary of Analysis of Variance Results for Consistency Categories: Direction of Decision-Making Trust Scores

Source	df	SS	MS	F Ratio	Probability
Consistency	2	2.558	1.279	1.394	0.253
Error	97	89.002	0.917		

TABLE 19

Summary of Analysis of Variance Results for Consistency Categories: Direction of Decision-Making Loyalty Means

Source	df	SS	MS	F Ratio	Probability
Consistency	2	28.26	14.129	5.899	0.004*
Error	97	232.33	2.395		

*Significant at the .05 level ($p < .05$)

TABLE 20

Summary of Analysis of Variance Results for Consistency Categories: Direction of Decision-Making Self-Reliance Means

Source	df	SS	MS	F Ratio	Probability
Consistency	2	6.060	3.030	1.547	0.218
Error	97	189.940	1.958		

TABLE 21

Summary of Analysis of Variance Results for Consistency Categories: Direction of Decision-Making Self-Direction Means

Source	df	SS	MS	F Ratio	Probability
Consistency	2	137.2	68.609	13.159	0.000*
Error	97	505.7	5.214		

*Significant at the .05 level ($p < .05$)

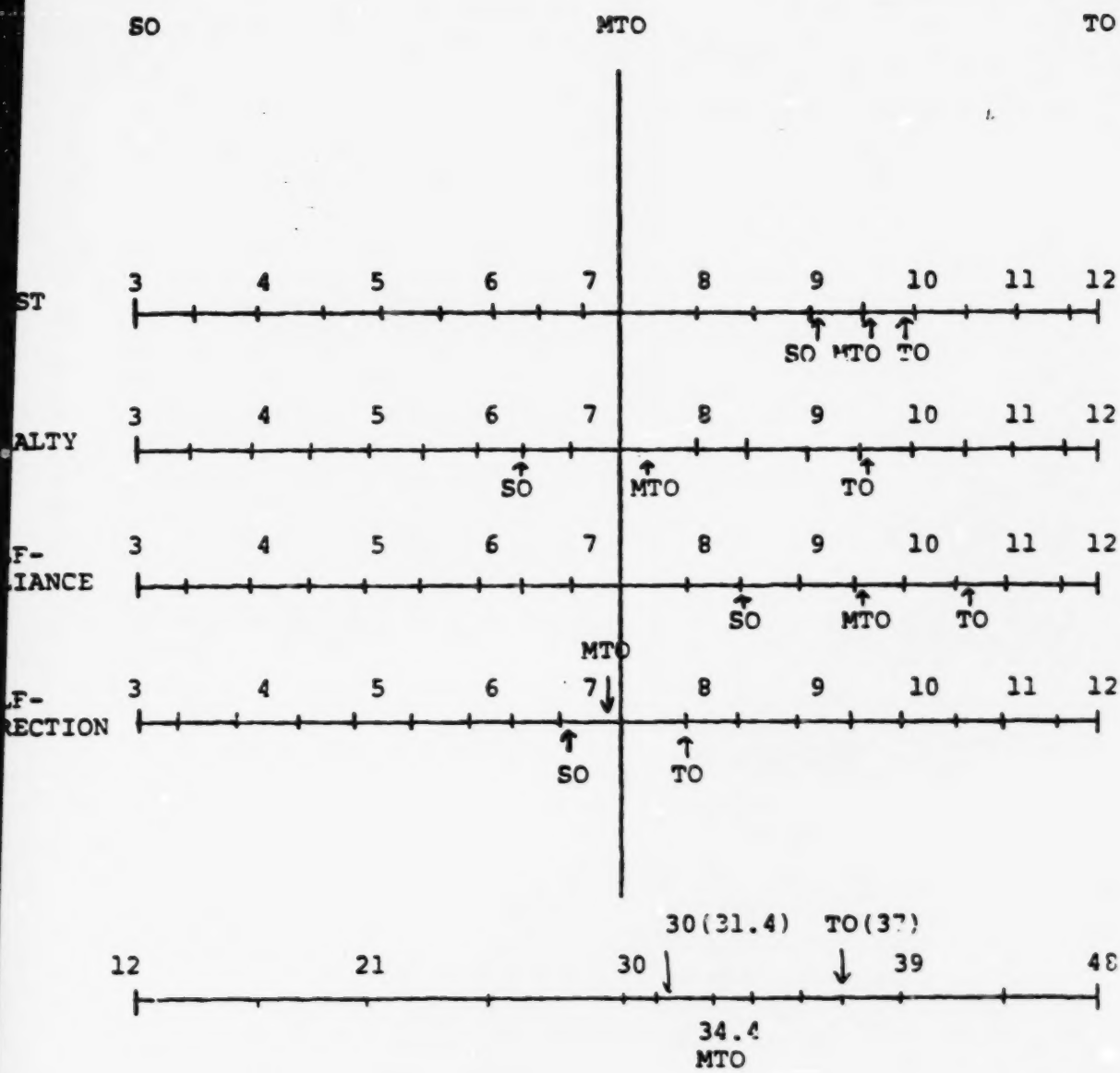

FIGURE 1

TO - Teacher-oriented

MTO - Moderately Teacher-oriented

SO - Supervisor-oriented

SAMPLE SCENARIOS

INSTRUCTIONAL DECISIONS SURVEY

Scenario #1

Pat French is a teacher in a grade five classroom at Pleasant Grove School. She has been a grade five teacher at this school for the past four years, in fact she has taught grade five at three different schools over the past ten years. Children seem to enjoy being in her classroom; her teaching methods are varied providing frequent small group work within the context of different themes. The topics she uses throughout the year are those she has used for the past five years. The practices she uses are those which she has found work best for her and have generally excited the interest of grade five children.

Pat is a loner and a very self-reliant lady. She prefers to work on her own, doesn't think consultants are particularly helpful, and she is the kind of person that likes to get on with the task rather than spend time talking about goals and objectives.

It is now the second week in September, you are beginning your second year at Pleasant Grove School. You come into your office and find a note from Pat on your desk. She wants to talk with you as soon as possible; she has some concerns arising from the staff meeting last Monday. That particular meeting had focused on school-based planning and goal-setting. You sit down at your desk to decide what you want to say to Pat when you talk with her later in the day. What is the best way to approach this teacher whose approaches to learning you've come to trust and who trusts your motives and sees you as a credible leader?

C Milree Armstrong 1984

Responses:

1. I would take responsibility for writing a set of goals for Pat based on my observations in her classroom throughout the previous year and based upon required program goals. I would tell her to go over these goals with me in order to make decisions around long-range plans.

2. I would tell her that planning and goal-setting are expectations of teachers within the region. I would ask her to give me her long-range plans within a specified time.

3. I would arrange an appointment with Pat so we could have time to talk. I want to see if I can understand her apparent fear of planning and her reluctance to work with the rest of the staff. I want to find out if she possibly feels inadequate in this area. I will help her set up goals.

4. I would accept the fact that everyone has strengths in different areas. Pat is a competent teacher who provides good learning experiences for her children. Her instructional and evaluational strategies indicate knowledge of her students and knowledge of the curriculum requirements. Her method of planning seems to work for her. I will offer suggestions if she asks for ideas and I will work with her in a supportive and collaborative manner.

C Milree Armstrong 1984

Scenario #2

It's eight o'clock in the morning; as you walk to the front door of the school you meet one of the teachers. He looks very tense. As soon as he sees you he asks if he can talk with you right away. The two of you go directly to your office; you sit down and he begins to talk:

"When I was selected to come to this school I was thrilled. Being part of such a professional staff is very exciting and very challenging! However, I'm beginning to wonder if I'm really that good, or even if I should be here at all. I think I really need some help. I know this is my problem, but it's really getting to me.

"The children, on the whole, are very good; they're eager and they're responsive. I have six in there who don't seem to be doing anything, or at least as much as I think they're capable of. They don't seem to be at all interested in the new math and language materials we're using. I've had several talks with each one of them to try to get at the root of their problems.

"I just don't think I'm doing the best I can for these kids, particularly with all the resources that are right here in the school. Probably what's bothering me most right now is the fact that I have to come to you at all. I'm on this staff because I'm supposed to be self-reliant and able to solve these kinds of problems by myself. But I'll tell you, today I'm asking for help!"

C Milree Armstrong 1984

Responses:

1. I would suggest to him that he appears very tense and that possibly he needs some time to relax and pull himself together. I'd tell him to take time off and I would look after the problem for him.

2. I'd ask him to identify some immediate actions we might take together. I'd arrange to meet with him again to discuss how we can all help one another. I'd emphasize that we all have our doubts about ourselves. I'd confirm how highly I think of him and I'd be sure that he received affirmation and recognition for all the good things he has done within his classroom and around the school. I'd give him some strategies to try with the six children and I'd check back in a couple of weeks.

3. I'd tell him that I had noticed the six children having problems. I'd suggest that he call in one of the consultants to help with the adjustment of program. I'd tell him I'd support the plans he and the consultant design.

4. I'd confirm that it's alright to ask for help, that even the most self-reliant people need support and assistance. I'd encourage him to talk about alternative solutions that he would like to try. I'd let him make the decision around choice of alternative and plan of action. I'd support his need to be independent and self-reliant by showing him he had the ideas all the time.

C Milree Armstrong 1984

Scenario #3

You are the principal of a regional K-6 school; you have been increasingly concerned about the writing skills of the students in room 6B. The teacher, Philip James, has been providing the Language Arts program at the Junior level for the past seven years.

From your observations in his classroom and discussions with him, you know that he is a very thorough teacher. Parents have remarked that their children "learn the basics" in Mr. James' room. He runs a very tight ship, almost never sending students to the office for disciplinary purposes.

However, through discussions with Philip, continued observations in his classroom and review of the results from school-wide language arts assessment, you realize that Philip's students have difficulty applying the "basics," in fact over half the class have very poor writing skills. They cannot write coherent paragraphs even during formal writing periods. Up to now, allowing Philip James the teacher autonomy and self-direction to program as he sees fit has seemed appropriate. Now you are not so sure. You are at the point of deciding what you want to do about the situation.

C Milree Armstrong 1984

Responses:

1. In a formal conference situation I would discuss the problem with Philip, as I see it. I would ask for his perceptions and his evaluation of the students' work. I'd establish some times for further inclass observations and ask Philip to begin collecting data on student writing. I'd tell him the reasons for my concerns; however, I'd ask Philip to suggest his own plan of action for making changes in his program.

2. I'd ask the language arts consultant to help me generate some ideas for assisting Philip with his writing program. After I had some specific ideas I'd give a plan of action to Philip. We'd establish some strategies for Philip to implement and I would observe and monitor student progress.

3. In conversation with Philip I'd tell him about my concerns. I'd focus on ways to bring our ideas together; however, I would push for concrete action from Philip.

4. At our next conference I'd see if Philip introduced the topic of his students' results on the language arts test. If he didn't I would leave the matter at rest and continue to monitor.

C Milree Armstrong 1984

SCORING

FOR

INSTRUCTIONAL DECISIONS SURVEY

SCORING

INSTRUCTIONAL DECISIONS SURVEY

DIRECTION OF DECISION MAKING:

Consistently Teacher-Oriented for one instrumental value: 12 (4 per scenario)

Consistently Supervisor-Oriented for one instrumental value: 3 (1 per scenario)

Moderately Teacher-Oriented: 9 (3 per scenario)

Moderately Supervisor-Oriented: 6 (2 per scenario)

TOTAL POSSIBLE DIRECTION OF DECISION MAKING SCORES:

Consistently Teacher-Oriented:	48
Consistently Supervisor-Oriented:	12
Moderately Teacher-Oriented:	36
Moderately Supervisor-Oriented:	24